



Person Specification  
Vice Principal  
Catholic Primary School



Category	Essential	Desirable
<b>1. Faith Commitment</b>	<ul style="list-style-type: none"> <li>• A practising and committed Catholic to meet the requirements as specified in the Definition of a Practising Catholic</li> <li>• Secure understanding of the distinctive nature of the Catholic school and Catholic education</li> <li>• Understanding of leadership role in spiritual development of pupils and staff</li> <li>• Understanding of the school's role in the parish and wider community and in promoting community cohesion</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of participation in faith life of the community</li> <li>• Experience in leading acts of worship in Catholic schools</li> </ul>
<b>2. Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Willing to work towards the SENDCo Qualification if it agreed that the successful candidate's responsibility will include SENDCo</li> </ul>	<ul style="list-style-type: none"> <li>• Postgraduate level qualification</li> <li>• NPQH award or NPQSL certification</li> <li>• CCRS or equivalent</li> <li>• SENDCo qualification</li> </ul>
<b>3. Experience</b>	<ul style="list-style-type: none"> <li>• Substantial, recent, successful teaching experience in EYFS or KS1 <i>and</i> KS2</li> <li>• At least three years of proven, strong successful middle leadership and management</li> </ul>	<ul style="list-style-type: none"> <li>• Recent experience in a Catholic voluntary aided school or Academy</li> <li>• Experience as Assistant Principal</li> <li>• Experience as a SENDCo</li> <li>• Curriculum leadership of more than one subject</li> <li>• Experience of teaching in more than one school</li> </ul>
<b>4. Professional Development</b>	<ul style="list-style-type: none"> <li>• Evidence of continuing professional development relating to school leadership and management, curriculum/ teaching and learning and knowledge of current issues in education</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of continuing professional development relating to Catholic ethos, mission and religious education</li> <li>• Experience of working with other schools/organisations /agencies</li> <li>• Experience of leading/co-ordinating professional development opportunities</li> </ul>

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<b>4. Professional Development (Continued)</b>		<ul style="list-style-type: none"> <li>• Ability to identify own learning needs and to support others in identifying their learning needs</li> </ul>
<b>5. Strategic Leadership</b>	<ul style="list-style-type: none"> <li>• Ability to articulate and share a vision of primary education within the context of the mission of a Catholic school</li> <li>• Ability to inspire and motivate staff, pupils, parents and 'governors'<sup>1</sup> to achieve the aims of Catholic education</li> <li>• Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement</li> <li>• Significant experience in analysing data, developing strategic plans, setting targets and monitoring/evaluating the impact on pupil progress and improving outcomes for all children</li> <li>• Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils</li> <li>• Understanding of and commitment to promoting and safeguarding the welfare of pupils'</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of the role of the 'governing body' in a Catholic voluntary aided school or Academy</li> <li>• Evidence of having successfully translated vision into reality at whole-school level</li> </ul>
<b>6. Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• A secure understanding of the requirements of the National Curriculum and Early Years development</li> <li>• Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils</li> <li>• A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning</li> <li>• Experience of effective monitoring and evaluation of teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• A secure understanding of the requirements of the Curriculum Directory for Religious Education</li> <li>• Understanding of successful teaching and learning in religious education across the key stages</li> <li>• Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management</li> </ul>

<sup>1</sup> The general terms 'governing body' and 'governors' also includes, in the case of academies, the Board of Directors and the representatives on local academy committees

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<b>6. Teaching and Learning (Continued)</b>	<ul style="list-style-type: none"> <li>• Secure knowledge of statutory requirements relating to the curriculum and assessment</li> <li>• Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management</li> </ul>	
<b>7. Leading and Managing Staff</b>	<ul style="list-style-type: none"> <li>• Experience of working in and leading staff teams</li> <li>• Ability to support the Principal effectively and strategically</li> <li>• Ability to delegate work and support colleagues in undertaking responsibilities</li> <li>• Experience of performance management and supporting the continuing professional development of colleagues</li> <li>• Understanding of effective budget planning and resource deployment</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with 'governors' to enable them to fulfil whole-school responsibilities</li> <li>• Successful involvement in staff recruitment, appointment/induction, understanding needs of a Catholic school</li> <li>• Understanding of how financial and resource management enable a school to achieve its educational priorities</li> </ul>
<b>8. Accountability</b>	<ul style="list-style-type: none"> <li>• Ability to communicate effectively, orally and in writing to a range of audiences – e.g. staff, pupils, parents, academy committee members, parishioners and clergy</li> <li>• Experience of effective whole-school self-evaluation and improvement strategies</li> <li>• Ability to provide clear information and advice to staff and academy committee members</li> <li>• Secure understanding of strategies for performance management</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of presenting reports to governors/academy committee</li> <li>• Understanding the criteria for the evaluation of a Catholic school</li> <li>• Leading sessions to inform parents</li> <li>• Experience of offering challenge and support to improve performance</li> </ul>

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<b>9. Skills, Qualities &amp; Abilities</b>	<ul style="list-style-type: none"> <li>• High quality teaching skills</li> <li>• Strong commitment to the mission of a Catholic school</li> <li>• Commitment to their own spiritual formation and that of pupils</li> <li>• High expectations of pupils' learning and attainment</li> <li>• Strong commitment to school improvement and raising achievement for all</li> <li>• Ability to build and maintain good relationships</li> <li>• Ability to remain positive and enthusiastic when working under pressure</li> <li>• Ability to organise work, prioritise tasks, make decisions and manage time effectively</li> <li>• Empathy with children</li> <li>• Good communication skills</li> <li>• Good interpersonal skills</li> <li>• Stamina and resilience</li> <li>• Confidence</li> </ul>	
<b>10. References</b>	<ul style="list-style-type: none"> <li>• Positive and supportive faith reference from priest where applicant regularly worships</li> <li>• Positive recommendation in professional references</li> <li>• Satisfactory health and attendance record</li> </ul>	<ul style="list-style-type: none"> <li>• Faith reference without reservation</li> <li>• Professional reference without reservation</li> </ul>

